

2016 Annual Implementation Plan: for Improving Student Outcomes

1270

Buninyong Primary School 2016

Based on Strategic Plan 2016-19

Endorsements

Endorsement by School Principal	Signed..... Name: Bernie Conlan Date.....
Endorsement by School Council	Signed..... Name: Darren Holland Date.....
Endorsement by Senior Advisor	Signed..... Name: Jenny Malberg Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p>	
<p>During 2015 we undertook a school review and identified 2 key areas for improvement, those being:</p> <ul style="list-style-type: none"> • Excellence in Teaching and Learning - Throughout the review process it has been acknowledged that work needs to be done to build practice excellence and establish consistent evidence based teaching and learning processes across the school. • Professional Leadership - The review process also identified the fact that the effectiveness of teams across the school varied considerably and our aim is for all teams to be high performing. 	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Building Practice Excellence	<ul style="list-style-type: none"> • Introduction of a Teaching and Learning Assistant Principal role. • Adopting an instructional model/framework and utilizing agreed approaches to the teaching of literacy and numeracy. This includes completing documentation of curriculum/teaching and learning materials and developing processes for their communication and use. • Continue to build the effectiveness of assessment processes, particularly in the areas of assessment 'for' learning, the use of SPA for tracking learning growth and data for planning. • Extend the provision of differentiated learning experiences through embedded best teaching practices that cater for student learning needs. • Building teacher capacity to connect students to their learning (intellectual engagement). • Build teacher understanding of effective curriculum design, with a focus on establishing key learning and mastery learning. • Change of approach to in school professional learning to ensure clear delivery of consistent messages aligning with the school's instructional model • Implementing a clear and rigorous induction process for new and returning staff.
Building Leadership Teams	<ul style="list-style-type: none"> • Build the capacity of school leaders to develop and effectively implement improvement strategies. This training will feature a focus on accountability and feedback. • High Performing Teams training for all staff. • A renewed focus on Year Level Teams operating as PLTs with collective responsibility for their students and improvement.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals		Targets			
To maximize the learning growth in literacy and numeracy for every student.		4 Year Targets: NAPLAN <ul style="list-style-type: none"> • Student mean growth in Yr 5 Reading to increase from 67 to 80. • Yr 5 students achieving in the bottom two bands in Reading to reduce from 29% to 15% • Students mean growth in Yr 5 Writing to increase from 61 to 80. • Yr 5 students achieving in the bottom three bands in Writing to decrease from 71% to 40%. • Yr 5 students achieving in the top two bands in Writing to increase from 11% to 40% • Student's mean growth in Yr 5 Numeracy to increase from 85 to 95 • Yr 5 students achieving in the top two bands in Numeracy to increase from 16% to 40% • Yr 5 students achieving in the bottom two bands in Numeracy to decrease from 27% to 5% • Students mean growth in Spelling to remain above 90. • Yr 5 students achieving in the bottom two bands in spelling to decrease from 32% to 12% Teacher Judgements <ul style="list-style-type: none"> • Increase average student VC student achievements in Reading and Viewing in top two bands to 50% • Increase average student VC student achievements in Writing in top two bands to 40% • Increase average student VC student achievements in Number in top two bands to 40% 			
		12 month targets 12 Month Targets: NAPLAN <ul style="list-style-type: none"> • Student mean growth in Yr 5 Reading to increase 72. • Yr 5 students achieving in the bottom two bands in Reading to reduce to 24% • Students mean growth in Yr 5 Writing to increase 66. • Yr 5 students achieving in the bottom three bands in Writing to decrease to 65%. • Yr 5 students achieving in the top two bands in Writing to increase to 18% • Student's mean growth in Yr 5 Numeracy to increase to 88. • Yr 5 students achieving in the top two bands in Numeracy to increase to 22% • Yr 5 students achieving in the bottom two bands in Numeracy to decrease to 22% • Students mean growth in Spelling to remain above 90. • Yr 5 students achieving in the bottom two bands in spelling to decrease to 25% • Teacher Judgements <ul style="list-style-type: none"> • Increase average student VC student achievements in Reading and Viewing in top two bands to 45% • Increase average student VC student achievements in Writing in top two bands to 35% • Increase average student VC student achievements in Number in top two bands to 35% 			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Adoption of a whole school instructional model	Adopting an instructional model/framework and utilising agreed approaches to the teaching of literacy and numeracy. This includes completing documentation of curriculum/teaching and learning materials and developing processes for their communication and use.	Documentation of the model to be completed and communicated to staff. Digital resources have been updated and all teachers provided with a folder including hard copies of key teaching and learning documents.	T&L AP	Term 1	Documentation of Instructional Model is completed and communicated to staff. The Instructional Model is being used by all staff to guide planning and inform classroom teaching practice. POS results for 'Learning Focus' have improved from 5.78 to 5.8.
A renewed focus on Year Level Teams operating as PLTs with collective responsibility	All year level teams have developed an Improvement Plan based on school priorities and the needs of students in their year level. Improvement Plan to serve as a guide at all year level planning sessions and used by the T&L AP to guide discussion with year level teams and individuals.	Year levels provided with a proforma and time on a pupil free day to analyse student achievement data and develop their Improvement Plan. Year level teams provided with common planning time each week. T&L AP to meet regularly with individuals and year level	Principal & T&L AP Principal Year Level Coordinators	Before school starts Terms 1-4 Terms 1-4	Improvement Plan documented by all year levels. Year level teams present to all staff re-progress according to their Improvement plan in week 9 of terms 2 and 4. Year level teams make progress with respect to their improvement plans Staff survey scores for 'collective focus on student learning' and 'collective

for their students and improvement.		teams to discuss progress with improvement plans.	& T&L AP		participation' have improved from 80 to 85 and into the fourth quartile respectively.
Refining processes for intervention programs	<p>Develop processes and routines to ensure Lit/Num intervention programs are effectively coordinated and evaluated.</p> <p>Establish clear communication processes for all Lit/Num intervention stakeholders (teachers, leadership, parents & students).</p>	<p>Allocating responsibility (with a clear job description) to a staff member to lead Lit/Num intervention with the support of our T&L AP.</p> <p>Lit/Num intervention coordinator provided with time to establish and implement the strategies outlined.</p>	T&L AP and Num/Lit intervention coordinator	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Role description is developed for the Lit/Num intervention coordinator.</p> <p>Processes are documented to ensure Lit/Num intervention programs are well coordinated, implemented, communicated and evaluated.</p> <p>All students involved in Lit/Num intervention programs make strong growth.</p> <ul style="list-style-type: none"> • Mean score of 10 in Multi-Lit. • 100% of students to be working on multiplication and division components of Quicksmart.
Change of approach to in school professional learning to ensure clear delivery of consistent messages aligning with the school's instructional model.	<p>Staff meetings to be held every Monday, with the practice of breaking off into year level teams / Specialist Team / Scotsburn Team (PLTs) where appropriate.</p> <p>Focus at staff meetings to be on professional learning related to the school's Instructional Model, with an expectation of follow up in each PLT.</p>	<p>All Mondays set aside for staff meetings.</p> <p>Those delivering professional learning sessions supported to develop sessions that meet our new expectations.</p>	<p>Principal</p> <p>Principal & T&L AP</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Monday night professional learning schedule is clearly aligned to our Instructional Model, providing clarity for teachers and building their capacity to deliver on that model.</p> <p>Staff Opinion Survey score for 'Applicability of Professional Learning' has improved from 80 to 85.</p>

Annual Implementation Plan: for Improving Student Outcomes




ENGAGEMENT					
Goals	Improve student engagement so that there are high levels of learning connectedness, motivation and learning confidence.	Targets	4 Year Targets Attitude to School Survey <ul style="list-style-type: none"> To increase Student Motivation from 4.37 to 4.55. To increase Learning Confidence from 3.96 to 4.5 To increase Stimulating Learning from 4.02 to 4.20 Parent Opinion Survey <ul style="list-style-type: none"> To increase Student Motivation from 5.63 to 5.85. 		
		12 month targets	12 Month Targets Attitude to School Survey <ul style="list-style-type: none"> To increase Student Motivation to 4.45 To increase Learning Confidence to 4.1 To increase Stimulating Learning to 4.10 Parent Opinion Survey <ul style="list-style-type: none"> To increase Student Motivation to 5.7. 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Extend the provision of differentiated learning for our students	Continue to build the effectiveness of assessment processes, particularly in the areas of assessment 'for' learning, the use of SPA for tracking learning growth and data for planning.	Assessment to be a regular focus at school based professional learning. T&L AP to work closely with individuals and teams to build teacher capacity around assessment and planning to meet individual student needs. Careful tracking of student achievement, with a focus on growth.	T&L AP T&L AP T&L AP	Terms 1-4 Terms 1-4 Terms 1-4	A demonstrated professional learning focus on assessment. T&L AP meets with all year level planning teams on a regular basis to analyse student achievement results with a focus on meeting student needs and assessing levels of growth. All assessments are completed according to the Assessment Schedule, with results loaded on to SPA and used routinely by individual teachers and year level teams.
Extending the active engagement of students in the learning process	Development of an instructional framework incorporating a 'student intellectual engagement' component. This will include goal setting, sharing of learning intentions and success criteria and the use of quality student feedback in its many forms. Working with individuals and year level teams to ensure planning reflects the school wide approach to building intellectual engagement with students.	Literacy and Numeracy Strategic Teams combine to develop the 'Intellectual Engagement' component of a Buninyong PS Instructional Model. This work will be reflected in teacher PDP Plans and discussions and be part of T&L AP led discussions during planning sessions.	T&L AP and members of the Literacy & Numeracy Teams School leadership	Term 1 Terms 1-4	Student Intellectual Engagement component of the school's instructional model is completed and workshopped with staff. SATS results indicate improved levels of 'student motivation' and 'learning confidence' from 4.37 to 4.45 and 3.96 to 4.1 POS scores for 'stimulating learning' have improved from 5.82 to 5.94.
Increase teacher confidence and capacity to utilise ICT to enhance, stimulate and engage students in their learning.	Extension of BYOD in 2016 to include the grade 6 students. Improving the communication provided to parents at the beginning of the year.	Parents invited to provide ipads for their children and school to provide access for those without a device of their own. eLearning Team to plan an information and sharing session which must be attended by those who want to participate in BYOD.	eLearning Leader and the eLearning Team eLearning Leader and the eLearning Team	Terms 1-4 Term 1	The BYOD program is implemented in grades 4-6. All parents with children participating in the BYOD ipad program have attended one of the parent information sessions. SATS scores for 'Learning Confidence' have improved from 4.37 to 4.50.

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PRODUCTIVITY					
Goals	Ensure the human, financial and physical resources are appropriately allocated to achieve the goals of the strategic plan.	Targets	Improved Staff Opinion Survey results for the elements of: <ul style="list-style-type: none"> o Climateoverall mean score for whole school to lift from 76.42 to at least 82. o Professional learning...Overall percent endorsement for all staff to lift from 65% to at least 72%. Improved Parent Opinion Survey results for the elements of: <ul style="list-style-type: none"> o School climate <ul style="list-style-type: none"> o School Improvement....from 5.61 to at least 5.9 o Teacher Morale...from 5.91 to at least 6.2 o Stimulating Learning...from 5.82 to at least 6.0 o Behaviour Management...from 5.47 to at least 5.7 o Learning Focus...from 5.78 to at least 6.0 o General satisfaction...from 5.85 to at least 6.1 		
		12 month targets	Improved Staff Opinion Survey results for the elements of: <ul style="list-style-type: none"> o Climateoverall mean score for whole school to lift from 76.42 to at least 80. o Professional learning...Overall percent endorsement for all staff to lift from 65% to at least 70%. Improved Parent Opinion Survey results for the elements of: <ul style="list-style-type: none"> o School climate <ul style="list-style-type: none"> o School Improvement....from 5.61 to at least 5.7 o Teacher Morale...from 5.91 to at least 6.0 o Stimulating Learning...from 5.82 to at least 5.95 o Behaviour Management...from 5.47 to at least 5.6 o Learning Focus...from 5.78 to at least 5.9 o General satisfaction...from 5.85 to at least 6.0 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build the capacity of school leaders to develop and effectively implement improvement strategies	The provision of leadership training for all of our middle leaders (Strategic Team Leaders, Year Level Coordinators & Leading Teachers) All participants to complete the iLead 360 survey at mid year. Middle leaders to meet on a regular basis to share learning and support each other in the leadership journey.	Training to be sourced through Bastow and funded using Equity money....\$29,000. Middle leaders supported to undertake iLead and a meeting scheduled to share results. Regular meetings of middle level leaders included on the Meeting Schedule.	Principal Principal Principal	Terms 1-4 Terms 1-4 Terms 1-4	All middle leaders have completed a Bastow Leadership Course. All middle leaders have completed the iLead survey and engaged in follow up discussions reflecting on the results. Meetings of middle leaders have been scheduled for at least twice each term.
Implementing a clear and rigorous induction process for new and returning staff.	Expanding the existing Induction process to include sessions explaining key aspects of our literacy and numeracy programs. Clarifying the role of our mentors, making sure they each provide the support required for our new or returning staff.	Principal and T&L AP to collaborate to review and expand the existing Induction Program and then deliver the revised Induction Program. Principal and T&L AP to develop a set of guidelines for mentors and then provide training for mentors to undertake their role.	Principal & T&L AP Principal & T&L AP	Term 1 Term 1	Induction process is documented and delivered to all new and returning teachers. Mentor guidelines are developed and mentor training delivered.
Update the school Leadership Structure to include 2 Assistant	Clear role statement developed for the Teaching & Learning AP with a focus on the school's Strategic Plan. T&L AP to work closely with individuals and teams to build individual and collective capacity to deliver on	Role statement developed by the new AP with the rest of the Leadership Team. T&L AP to be free of class room teaching duties and able to easily timetable work with individuals and teams.	Principal T&L AP	Early term 1 Terms 1-4	Role statement is developed. Staff survey scores for 'Instructional Leadership' and 'Renewal of knowledge and skills' have improved. eLearning Leader has 2 days per week out of the classroom and the Scotsburn

Principals and additional time release for those in Leading Teacher roles.	school priorities. Increase levels of release for our Leading Teachers to provide them with more time to focus on their leadership role.	SRP developed with provision for the additional release for Leading Teachers.	Principal	Terms 1-4	Campus Leaders has 1 day each week out of the classroom.
Implement a stand-alone Specialist Program at the Scotsburn Campus.	Complete renovation of a shed at Scotsburn to create an additional teaching space. Purchase the resources and materials required to get the program started. Develop curriculum documents related to the specialist areas being covered. Specific feedback on the new specialist program to be sought from Scotsburn parents and students.	Funds set aside for the renovation, as well as the purchase of resources and materials. Scotsburn Specialist to be part of the Specialist PLT. Students to complete the survey at school and parents to take home a copy to complete and return	Principal and Campus Head Campus Head and Specialist Teacher Campus Head and Specialist Teacher supported by Specialist Teachers from the Buninyong Campus Campus Head	Term 1 Term 1 Terms 1-4 Term 4	Scotsburn specialist program is delivered on site from the start of 2016. POS results at Scotsburn continue to be strong, particularly with respect to 'stimulating learning', 'learning focus' and 'general satisfaction'. Feedback provided at regular community meetings is positive regarding the new specialist routine. SATS survey results at Scotsburn continue to be strong, particularly with respect to 'student motivation' and 'stimulating learning'. Feedback from the students regarding the new specialist routine is positive. Surveys have been implemented and results used to help shape the specialist program for 2017.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	